DOCUMENT RESUME

ED 190 509 SP 016 355

TITLE	Guidelines: Teacher Internship of The Wisconsin Improvement Program.
INSTITUTION	Wisconsin Improvement Program, Madison.
PUB DATE	Aug 79
NOTE	29p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Administrator Responsibility: *College School Cooperation: Cooperating Teachers: Elementary Secondary Education: Field Experience Programs: Higher Education: Inservice Teacher Education: *Internship Programs: *Practicum Supervision: Program Costs: Program Design: Program Implementation: Student Teacher Supervisors: Teacher Education: *Teacher Interns: *Team Teaching

ABSTRACT

The development and implementation of a clinical internship program for prospective teachers is described. This internship design creates an instructional team which develops and organizes learning experiences through team planning and team teaching. The team is comprised of the college supervisor, the local school board, school superintendent and principal, cooperating teacher, and the intern. These guidelines delineate the responsibilities and expectations of each team member. The fiscal organization of the program is described. Special considerations involving the contract between the intern and the other involved parties are outlined. (JD)

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ED190509

Guidelines

Teacher Internship of The Wisconsin Improvement Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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. . . A COMMENT

The Wisconsin Improvement Program, a consortium for teacher education, has a long history of innovative and creative thought. This set of Guidelines for the teacher intern program is an example of that thought growing into positive action. The information has been drawn together as a guide to the development, implementation, analysis, and appraisal of intern-in-team designs. The suggestions made are formative rather than directive. The models are general rather than specific, and the language is conversational rather than formal. Hopefully, this document will help all participants in an intern setting have a fruitful and rewarding experience.

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GUIDELINES: THE TEACHER INTERNSHIP

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WISCONSIN IMPROVEMENT PROGRAM

Guidelines: The Teacher Internship

Chapter One: An Idea

The Wisconsin Improvement Program is a consortium dedicated to the improvement of teaching and learning. One of its prime progr. efforts is the teacher internship which has developed since 1960 from 38 intern assignments in five Wisco sin school systems to nearly 1,000 in over 100 school systems in four states in recent years.

The Wisconsin Improvement Program has eighteen Wisconsin teacher preparation institutions and the State Department of Public Instruction as members. Member institutions in the consortium include the University of Wisconsin at Eau Claire, Green Bay, La Crosse, Madison, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Superior, and Whitewater, as well as the private colleges of Beloit, Cardinal Stritch, Edgewood, Lakeland, Milton, and Northland.

One of the prime program efforts of this consortium for the last two decades has been the clinical internship. The teacher internship is based on the fundamental principle that people learn by involvement. It is a clinical experience which permits an analysis of teaching and learning in a realistic school setting with learners. The design and organization of each internship is developed cooperatively by the teacher training institutions and local school system personnel. The internship design creates an instructional team which develops and organizes learning experiences through a process known as team planning. The implementation of these plans may involve the process known as team teaching. The teacher internship in the instructional team concept is referred to as the intern-in-team design.

Intern-in-Team Designs

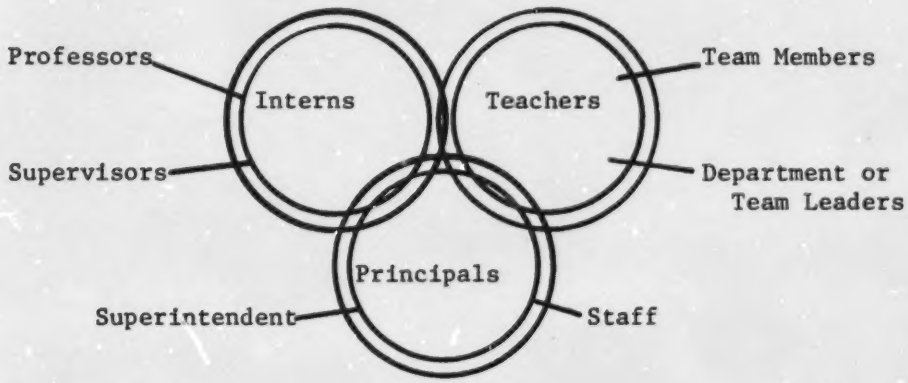
The organizational pattern of intern-in-team designs varies among school systems. The variables include: number of regular staff members assigned to the intern-in-team design, number of interns involved in the intern-in-team design, number of pupils assigned to instruction by the intern-in-team design, subject fields (secondary and middle), grade levels (elementary), number and type of non-instructional personnel included in the team design, and planning by the team. While intern-in-team designs have unique organizational features resulting from local needs and conditions, all have implicit in them certain features of team planning and team instruction.

The prime activities of the team focus on responsibilities such as preparing to meet the demands of teaching; selecting and organizing learning experiences; participating in team planning; assuming teaching responsibilities; interacting with learners to assess their motivations, capabilities, and problems; developing sensitivity to teaching; appraising competencies for

teaching; evaluating teaching by others as well as by oneself; being observed and evaluated by team members; and determining competence to enter the profession.

The success of the intern-in-team design is contingent upon the successful human interaction of its members. It is important that the roles, responsibilities, and expectations be identified within the team structure. The components of this professional interaction can be described and identified by the role that each member assumes in the team design.

AN INTERN-IN-TEAM DESIGN



Team Expectations

...The Intern

The teacher intern comes to the internship assignment as a student in the process of earning teacher certification. The expectations placed on the intern are high, both quantitatively and qualitatively. The internship allows him or her to engage in teaching with maximum energy and thought. The teacher intern is assigned to instructional duties of planning, teaching, evaluating, observing, and conferring as a member of the instructional team. The intern normally carries no formal course work during his or her internship, allowing the intern to engage in teaching with all the energy and thought which that involves. Because a maximum degree of flexibility in the program for individual interns is desirable and because team designs should vary, the fiscal definition of an intern's teaching load can be assumed to be approximately 30 to 50 percent of a teacher's load. Operationally, the intern has a 0-100 percent flexibility of assignment within the team, as determined by team members.

Primarily, the intern assumes a partial teaching assignment, but it includes related experiences in the total school community, such as participation in conferences, social activities, homerooms, faculty meetings, student activities, parent meetings, and special assignments. The teacher intern also participates in workshops and inservice training programs and follows the school calendar. If the intern is expected to function adequately as a teacher, he or she must be provided the opportunity to assume realistic responsibilities. Maximum involvement in teacher duties and responsibilities is encouraged so as to permit the intern to have a broad experience in all aspects of the school community.

...The Cooperating Teacher

The cooperating teacher assumes leadership for the day-to-day guidance of the intern-in-team activities, and within this context initiative and responsibility are required. It is necessary that the cooperating teacher avoid excessive authoritarianism which limits the reasonable individual trial and error required for professional growth and, on the other hand, excessive freedom which provides neither constructive guidance nor a standard by which to evaluate progress of the instructional team.

The cooperating teacher assumes many professional responsibilities which include:

** Introducing the intern to team members, other faculty, administrators, and resource personnel.

** Orienting the intern to the team operation.

** Introducing the intern to school procedures and facilities such as administrative tasks, cumulative records, libraries, and audio-visual materials.

** Communicating to the intern the mores and expectations of the community.

** Orienting the intern to proper student-teacher rapport.

** Acquainting the intern with professional ethics.

** Working with the intern to develop effective teaching plans.

** Aiding the intern in understanding effective principles of classroom management.

** Reviewing different methods and strategies for learner evaluation.

** Arranging for the intern to observe and analyze teaching techniques of others--including the cooperating teacher.

** Observing and analyzing the intern's teaching followed by conferring with him or her to discuss the observation.

** Helping the intern progress toward becoming a self-analytical and self-directed teacher.

** Cooperating with the university supervisor in making periodic evaluations of the intern which may be used in:

(a) conferring with the intern about strengths and weaknesses.

(b) arriving at a final evaluation for the intern's academic record.

(c) writing a final recommendation for the placement office.

It is necessary that the cooperating teacher allow the intern reasonable trial and error required for professional growth while continually providing constructive guidance by which to evaluate the progress of the instructional team.

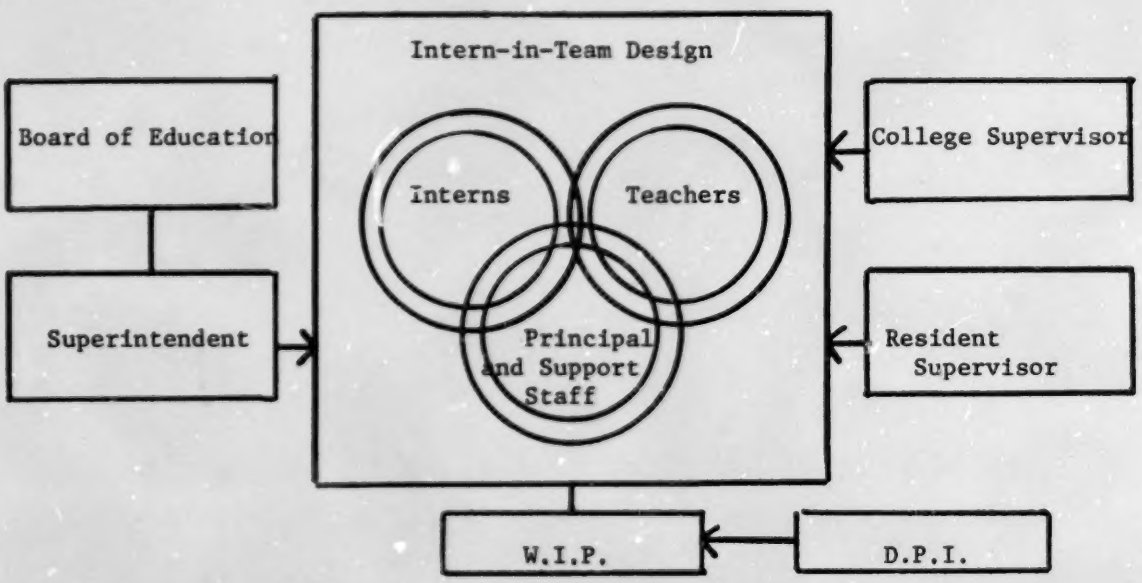
...The Principal

The interest and support of the building administrators are necessary for the successful functioning of the intern-in-team design. In such areas as curriculum development, instructional supervision, and allocation of school resources, the principal has the opportunity to render invaluable support to the team through leadership and guidance. The determining factors through which the principal creates a general atmosphere of effectiveness for the overall team include success in counseling and supervising the team, sound judgment in the use of school facilities, an ability to provide stimulation and direction to the team, and skill in personnel management.

In addition to this vital relationship to the team itself, the principal assumes responsibility for the effective orientation of the intern to the local school system and community. The following are suggested as minimal points to be considered in the intern orientation: (1) the community, (2) the school system, (3) the school staff, (4) students taught by the team, (5) instructional methods and techniques, (6) physical factors in instruction, and (7) personnel services and administrative procedures. As a key person in the orientation of the intern to his duties and responsibilities, the principal encourages the members of the faculty to accept the intern as a professional member of the staff.

...The Others

Other key personnel who give input and direction to the nuclear team design include the board of education through the superintendent, the college or university supervisor, the resident supervisor, and representatives of the State Department of Public Instruction.



The superintendent plays a significant role in the initiation and development of internship assignments by motivating the administrative and instructional staff to participate in the Teacher Internship Program, by securing approval from the board of education to proceed in making cooperative arrangements with the Wisconsin Improvement Program, by reviewing the instructional assignments and programs with members of the administrative staff to determine the feasibility of accepting interns in specific areas and grades, by notifying the Wisconsin Improvement Program office of any changes in team design or personnel, and by acting as the final channel of communication between the local school system and the Wisconsin Improvement Program.

A college or university supervisor serves the partnership by assisting the personnel of the local school system in developing and evaluating intern-in-team designs. This mutual responsibility and effort on the part of the college or university supervisor, the cooperating teacher, and the principal support the realization of a viable clinical experience for the intern. The faculty member from the cooperating college or university who is assigned to supervise the intern in the team design makes periodic visits to the cooperating school each semester. Following these visits, consultations are held with the intern and cooperating teacher concerning the intern's progress in the planning, execution, and evaluation of instruction. Additionally, the supervisor is available to the team for consultation as needed.

School districts that participate in the Teacher Internship Program have demonstrated a commitment to include teacher education in their overall program. Such districts then become known as Teacher Education Centers; and some have initiated the resident supervisor concept in an effort to strengthen the Teacher Center concept of teacher education.

The resident supervisor is a specialist in education appointed by the School of Education or the university's Department of Curriculum and Instruction and jointly sponsored by the Department, along with the local school system and the Wisconsin Improvement Program. The appointment entails responsibilities for preservice and inservice programs established in cooperation with the school system and the university or college. The objectives of having a resident supervisor include: the mutual involvement of college or university faculty and local school system personnel in teacher inservice efforts; the establishment of a multi-level involvement in a clinical experiences setting; the development of cooperating teacher expertise in supervision; and the provision for education students and teachers to have on-site seminars in clinical practices.

The State Department of Public Instruction is the legal agency through which interns are issued licenses. The Department serves in an advisory capacity to the Teacher Internship Program by providing information on current certification requirements and by offering assistance to colleges, universities, and local school personnel in the development, implementation, and evaluation of instructional programs related to teacher education.

* * *

Chapter Two: The Drawing Board

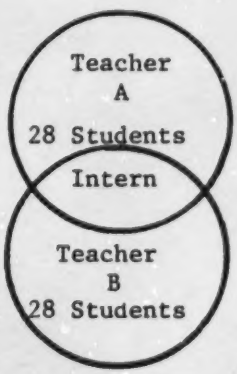
Internship programs are instituted where school administrators, teachers, and boards of education recognize the vital role they can play in providing the best practical experiences possible for teachers-in-training. They flourish where administrators and teachers are willing to accept responsibility for making adjustments in their programs which are prerequisite to the planning and carrying out of internship programs.

The intern-in-team design is cooperatively developed by the individual school system and the college or university and is coordinated by the Wisconsin Improvement Program. The university makes the initial selection of the intern; the local school has the opportunity to screen and give approval of the intern for each specific design.

The internship is the clinical focus of a teacher's preparation. It is a realistic and cooperative team involvement that is initiated when a school district's need meets their willingness to participate in teacher training. A basic intern-in-team design is pictured below.

1:28 Teacher:Pupil Ratio

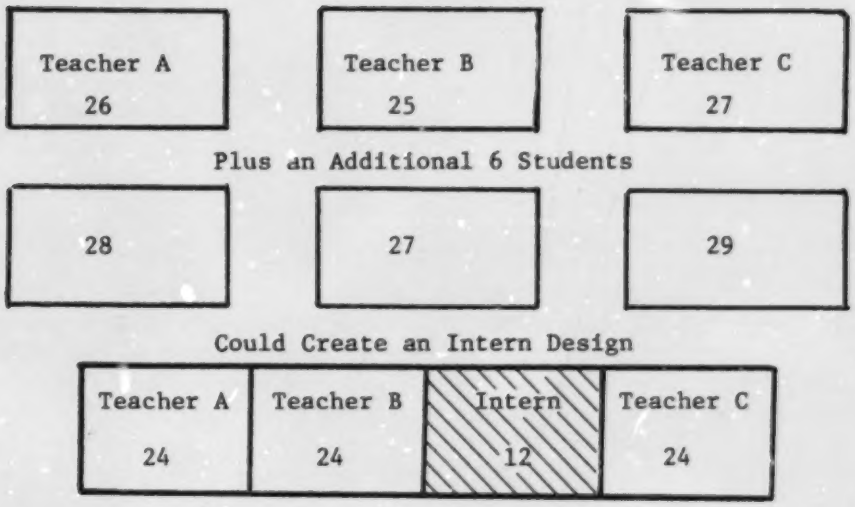
1:19 Team Ratio



COMPONENTS:

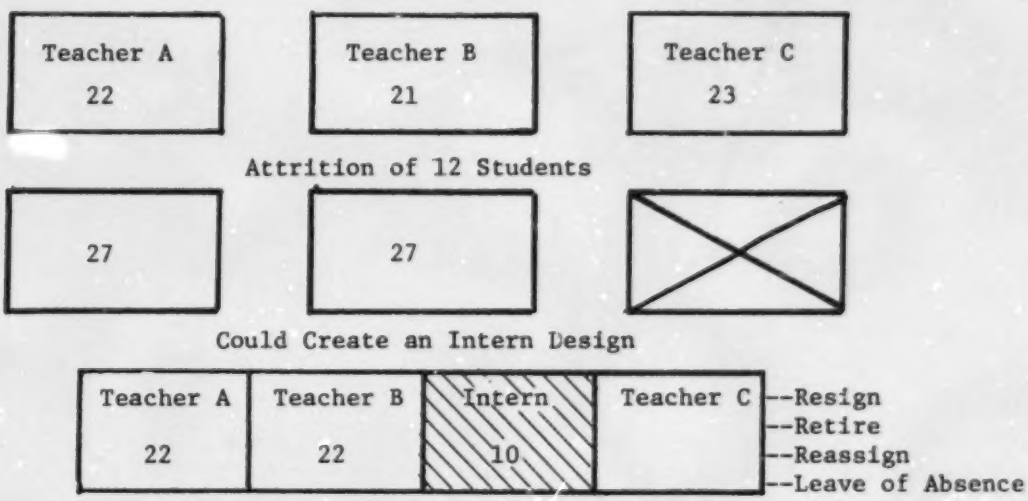
--Flexible
--Enriching
--Variable
--Planning
--Observing
--Teaching
--Learning
--Evaluating
--Becoming

Intern-in-team designs may be the product of pupil addition or attrition. All who are involved need to take these conditions into consideration as they contemplate participation in the intern program. An example in the addition of students might be:



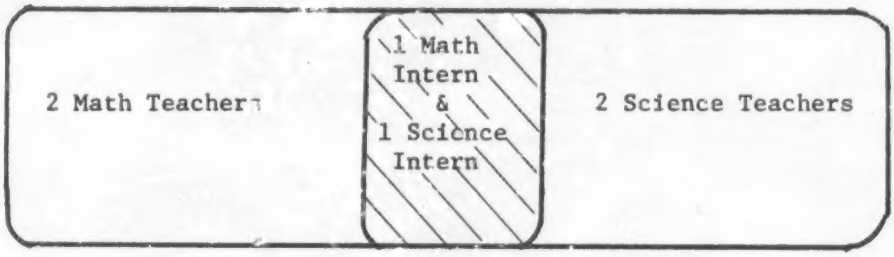
This design reduces a teacher:pupil ratio of 1:28 to a team ratio of 1:21, providing for much more individual contact with students.

An intern-in-team design based on declining enrollment might fit together like this:



This design allows the school to maintain a low pupil:teacher ratio and still cope with the declining enrollments. The intern-in-team design does <u>not</u> replace the teacher but is rather added to the existing staff when there is attrition or reassignment of a teacher.

Another possible option for the development of an intern-in-team design exists in a school with interdisciplinary instructional units. When a combination teacher is needed, say to split between communication arts and cultural arts, or between math and science, a solution might be to include one intern in each area. The team might look like this:



With 120 students in this design, four teachers would create a 1:30 ratio, five teachers would create a 1:24 ratio, and two interns with four teachers would give a 1:20 team ratio. Again, the resources, facilities, and participants need to be studied prior to the development of the design.

A high school with a typical block schedule might program interns according to this model:

A HIGH SCHOOL DESIGN

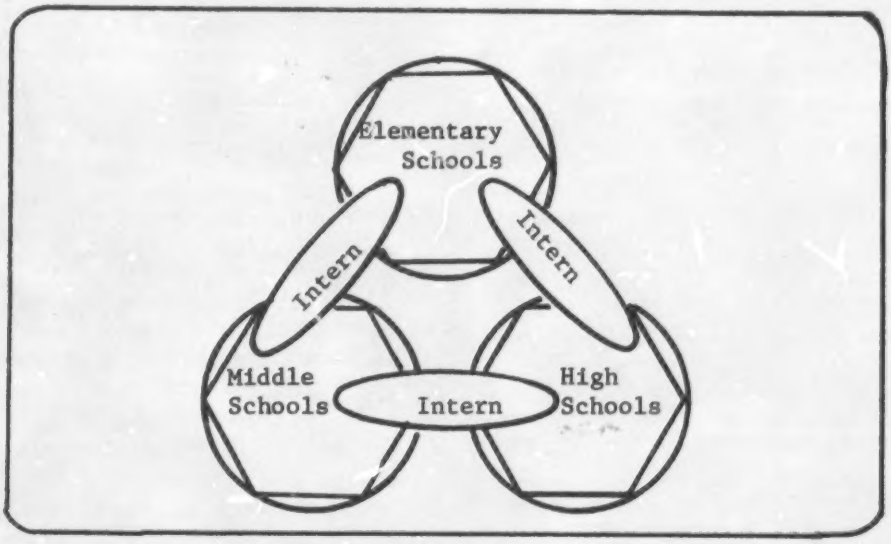
Period	1	2	3	4	5	6	7
Teacher A	X	Observe	X	X	PLANNING	X	X
Teacher B	Observe	X	X	X		X	X
Intern	X	X	Team	With A		Team	With B

A key component of this design is the opportunity for common planning time. The intern's schedule is flexible so that he or she is available to team with each of the other teachers. This underscores the importance of the enrichment factor which participation in the intern program gives to the team.

The potential of an intern-in-team design in any department or school is limitless. The intern becomes an extra human resource for curricular and instructional planning. The intern is able to enrich an instructional unit by team teaching or substituting; the cooperating teachers become renewed through their efforts at observing and evaluating; and the school becomes not only a place for educating youth but also a center for educating a profession.

Interns in special fields such as art, music, and physical education often need experience at both the elementary and secondary level to qualify for a K-12 license. The diagram below gives an example of three possible

combinations using elementary, middle, and high schools that might afford the intern the necessary experience.



The interns in this situation may share time between the elementary and middle school, between the elementary and high school, or even, where appropriate, between the middle school and high school. The amount and type of experience in each setting is determined jointly by all participants in the team.

The designs suggested in this chapter are just a beginning. There are as many possible intern-in-team designs as there are creative and unique ideas in the field of education. The crucial aspects of developing a functional design include an involvement and a commitment to a developed partnership of school and college, as well as an expressed dedication to the preparation of quality teachers through a realistic and responsible, yet flexible, team design. The next chapter will give some idea as to how to formally process an intern design once the commitment to participate in the program is made.

* * *

Chapter Three: The Process Calendar

The following steps are generally taken in the development of internships:

1. A college, university, or local school system proposes that it investigate the possibility of cooperating in the Teacher Internship Program.

2. The superintendent motivates and focuses interest and commitment of his staff in determining the feasibility of an intern-in-team design.

3. The superintendent and staff cooperate with college or university staffs in the selection of cooperating team personnel and in determining the feasibility of an intern-in-team design.

4. The superintendent prepares and presents the proposal to become a formal partner in teacher education to the board of education. Approval by the board of education is formally requested.

5. The intern-in-team designs which have been approved are formally described in terms of administrative leadership, cooperating teacher responsibilities, subject area, grade levels, facilities, and the number of interns to be involved. This is the basis for implementation of the cooperative agreement.

6. The superintendent confirms the school system's intent to participate. The confirmation should be made at the earliest date possible to facilitate the coordination of recruitment of interns and assignment of interns to local school systems. Additionally, the cooperating teacher and principal sign the intern-in-team request.

7. Teacher interns are assigned to approved teams by the Wisconsin Improvement Program on the advice of college and university personnel and with the concurrence of the administration of the local school system.

8. The Wisconsin Improvement Program will strive to make commitments to local school systems concerning the staffing of intern-in-team designs in May with deviation from this policy determined by recruitment progress. Although a commitment has been made to staff a particular design, the assignment of specific interns to specific schools may need to be delayed until June or early July. Once specific assignments are confirmed, payment of $150 per intern is made to the Wisconsin Improvement Program by the end of August.

The following chronological sequence for the development of internships is a guideline to follow in the preparation of designs. Local factors may create a need to deviate from this schedule, which is appropriate when necessary.

January

Request forms are mailed to participating and cooperating school systems from the Wisconsin Improvement Program office.

February

Requests for interns for the ensuing year are formalized by the school systems and cooperating institutions and returned to the Wisconsin Improvement Program by February 15. (Local factors may create a need to deviate from this date, but schools are urged to make the WIP aware of anticipated designs as soon as possible.)

March

Representatives from cooperating colleges and universities review the intern designs and assignments toward final confirmation.

April

Superintendents notify the Wisconsin Improvement Program of any team changes in organization, scheduling, or personnel before April 15. Campus coordinators meet to place interns in specific team designs.

May

School systems are notified as to which intern designs will be staffed by May 1. Orientation conferences in cooperating local schools are held in order to acquaint new interns with their assignment.

June-July

Notification of specific intern assignments to participating school systems is completed by June 30.

August-September

All assigned interns meet in local school systems for orientation conference.

Each of the partners in the intern program has responsibilities and obligations. The requisite activities to initiate an intern-in-team design include, but are not limited to, the items listed below.

Local School System Responsibilities

1. Provision of instructional and administrative structures within which internship teams can function.

2. Commitment of staff personnel who are to be involved in internship teams to cooperatively design team structures and to plan for their implementation during the ensuing year.

3. Making budgetary provisions for implementing the Wisconsin Improvement Program fiscal model.

The University's Obligations

The university and cooperating institutions assume responsibility for:

1. Recruitment, appointment, and assignment of teacher interns. Appointments of specific interns to specific placements may, if the local system wishes, be contingent upon its concurrence in intern assignments.

2. Provision of the necessary academic and professional course work prerequisite to assignment as a teacher intern.

3. Arrangement for a college or university supervisor to serve the partnership by assisting the personnel of the local system in developing and evaluating intern-in-team designs. The supervisor makes periodic visits to the school each semester. Following these visits, consultations are held with the intern and cooperating teacher concerning the intern's progress in the planning, execution, and evaluation of instruction.

4. Possible arrangement for appointment of a local system staff member as resident supervisor where the number of interns warrants such appointment. Payment of the salary of the resident supervisor would be shared proportionately by the university and local system in such cases.

5. Planning for, and administration of, clinics, seminars, and conferences on the teacher internship. Participants would be cooperating teachers and administrators, teacher education personnel, new and experienced interns, and such outside resource personnel as are considered appropriate to the objectives of the workshops. Specifically, the purposes of workshops would be:

   a. to study intern-in-team structures and operational procedures.

   b. to investigate problems of preparing interns within the structure of the team.

   c. to make available expert consultant service and practical demonstrations to assist in planning the local system's operation of the intern-in-team program.

There are several benefits to be derived by the local school system from participation in the program.

1. It offers an opportunity to participate as full partners with the university and cooperating institutions in the training of teachers. It strengthens the bond of responsibility between the training institutions and local school systems.

2. The Teacher Internship Program permits the redeployment of professional personnel. This in turn permits the trial of new or fresh approaches to the instruction which may not be feasible under single-teacher classroom arrangements.

3. Proper utilization of interns can result in avoidance of assigning part-time or unqualified instructional personnel to absorb partial class overload. Such usage of interns can also prevent the overloading of present staff.

4. Staff members in participating systems, both those directly involved and those observing the program, may be stimulated to try new content and/or methods as a result of their contact with staff and teacher interns.

5. The staff and administration can observe interns at length to evaluate their desirability as future staff members.

6. It can upgrade a school's curriculum with the local inservice funds from the fiscal model. The school can also share in the benefits of of the general inservice sessions, which the local school district may suggest to the Wisconsin Improvement Program.

From the point of view of the cooperating teachers, there are also some advantages:

1. The Teacher Internship Program provides an opportunity for them to serve as partners with university personnel in the training of future colleagues.

2. Team participation provides schedule adjustments permitting more time, in most cases, for planning and preparation for superior classroom instruction.

3. Professional service on the teacher-intern team provides for new ideas from the intern.

4. Participation in local inservice and general inservice programs funded by the Wisconsin Improvement Program fiscal model provides an opportunity for professional development.

From the point of view of the intern, the Teacher Internship Program has several distinct strengths.

1. The intern has an opportunity to be assigned to, and involved with, highly competent team members and a total school staff on a professional basis.

2. The intern has an opportunity to obtain a superior type of practical experience due to longer residence in the community and school system.

3. The internship offers an opportunity to participate in a broader range of school activities.

4. The intern may complete the Master's degree and have a more adequate background of preparation for the teaching profession through the internship experience.

5. The internship offers substantial financial support via the intern stipend, and tuition scholarships in those cases where the student is eligible to be a recipient of such awards.

6. The internship offers local inservice and general inservice programs funded by the Wisconsin Improvement Program fiscal model.

The teacher internship provides: (1) the opportunity for students to have greater involvement in teaching, (2) the provision for gradual induction into full-time responsibilities, (3) the successful integration of theory and practice, (4) the provision for shared supervision of the interns, (5) the creation of expertly prepared prospective teachers, (6) the financial support received by the intern, and (7) the benefits that accrue in local districts and teacher education institutions through the fiscal model of local and general inservice funding.

The Wisconsin Improvement Program believes it is imperative that professional abilities be developed as effectively and efficiently as possible. It has long been recognized that the the source of clinical training expertise resides within the experienced teacher's classroom. The tapping of this expertise has proven to be a highly successful approach in helping the novice learn how to teach, while at the same time affording the classroom teacher an opportunity to grow professionally.

The philosophy of the Wisconsin Improvement Program's teacher internship encourages and supports the qualitative selection of cooperating teachers for the various designs through professional, administrative, and teacher judgment which yields a pool of highly-qualified, experienced teachers.

The Wisconsin Improvement Program believes that contentment with past successes should not preclude further concern for the interest in developing new modes of teaching and learning. It will continue to chart its course in pursuit of dynamic renewal for the improvement of teacher education. The efforts to provide more opportunities for professional interchange will be strengthened to promote a better understanding of the potentials of the teacher internship. Continuing and expanding support for the internship from universities and local school districts and teachers is of prime importance and is now partially realized.

The internship has fostered a partnership--a team which is able to respond to demands for meaningful teacher education that blends theory and practice. The internship idea will endure if its potential is recognized and fully supported by all levels of education.

* * *

Chapter Four: The Fiscal Model

The fiscal model for the establishment of an internship assignment in a local school system was developed through recommendations by superintendents in the Teacher Internship Program, the Advisory Council of Administrators, the Advisory Council of Teachers, and has been approved by the Membership Assembly. This model is:

$2,000	financial aid stipend for intern
150	for local inservice activities
150	for general inservice activities
$2,300	total for each intern assignment

Financial Aid

Each intern receives a stipend of $2,000 which is derived from local system funds and is paid on a regular basis determined by the district. The stipend will generally be spread over a four- to five-month period depending upon the length of the local system semester. It is suggested that interns be advised during the orientation period of the manner in which their finances will be apportioned and the times at which they may expect to receive their check or checks.

As teacher interns are working within typical student budgets, it is helpful if they can receive their first stipend payment soon after reporting to the school district. This is optional with the school system, however, and interns will be counseled by their college or university representative to have adequate personal funds available to account for at least their first month's expenses.

The intern's financial aid stipend, as stated, will be standard throughout the Wisconsin Improvement Program except where negotiated agreements may take precedence.

The intern can perform duties for additional pay only after review by both the intern's college or university supervisor and the coordinator. School activities, such as coaching, may be permitted and pay authorized if the tasks in no way interfere with his or her basic assignment as a teacher intern.

The Wisconsin Improvement Program makes the final adjustment and confirmations on intern assignments in August. Following any necessary readjustments, individual school systems are billed $150 for each intern assigned for the upcoming school year. The remaining $150 in the intern fiscal model is to remain encumbered at the local school for use by the administrators, teachers,

and interns in the team design. This local inservice fund is not monitored by the Wisconsin Improvement Program.

The following guidelines are offered for the use of local and general inservice funds so that every intern-in-team design can use available resources in the wisest possible method.

The Administration of Local Inservice Program Funds

1. The local school system retains $150 per intern for unit school inservice development.

2. The use of this fund is determined creatively and uniquely by the principal and team members of the unit school.

3. The way in which these funds are utilized is not subject to approval by the Wisconsin Improvement Program, even though an informational survey may be made to determine how unit schools have spent these funds.

Programs Meriting Consideration of Local Inservice Funds

1. Honoraria for preservice programs for cooperating personnel and interns to discuss and develop strategies and curriculum for the upcoming year.

2. Bringing in resource people, specialists, and consultants to work with specific teams in curricular and behavioral areas.

3. Release time or expense money for cooperating teachers and interns to attend conferences, institutes, and seminars relevant to their subject areas or grade levels.

4. Evaluation sessions throughout the semester of intern-in-team designs. Funds could be spent to evaluate components to specific designs, and plans for improvement could be formulated.

5. Development of resident supervisory positions in the local school district to supervise interns placed in the local system.

6. Release time for teachers not involved in intern-in-team designs to work with the team. It may be possible, for example, for a biology and a chemistry teacher to be invited to participate with a social studies team to lend scientific expertise on an ecology unit.

7. Creative ideas from participating teams and principals in unit schools which relate to their specific situation and needs.

The Administration of General Inservice Program Funds

1. The local school district pays $150 per intern to the Wisconsin Improvement Program for general inservice efforts.

2. These general inservice efforts, suggested by teachers, principals, administrators, intern supervisors, professors, and interns, are subject to approval by the Wisconsin Improvement Program to achieve overall and common objectives of inservice effort.

3. The general inservice program is extended beyond the individual school and its personnel. These programs can be among schools in a school district, among school districts in a region of the state, or among all regions in the state. Exceptions may be made when there is only one cooperating school in a district.

4. Usually no more than 70 percent of the funds a school district has invested in general inservice monies should be allocated for intra-school projects in one school district. At least 30 percent of a school district's general inservice funds should be encumbered for programs extending beyond the school district.

5. Priority will be given to those general inservice projects which can benefit the largest number of professional staff members.

Programs Meriting Consideration of General Inservice Funds

1. Annual summer conferences for new and continuing cooperating personnel by all grade levels and all subjects. These conferences are designed to acquaint personnel to the teacher internship and aid them in adapting to the responsibilities of working with interns.

2. Special requests for regional, institutional, and/or school district needs. Money could be expended to develop curriculum and other projects relevant to a specific area. For example, institutional and local personnel may want to meet to develop an ecology unit relevant to that area.

3. Arrangements which permit the development of unique projects. Thus, in areas where clusters can be developed, help support a resident supervisor in a Teacher Education Center.

4. A consortium faculty of professors, administrators, teachers, and former interns who would be available to institutions and local schools for expertise in different areas as well as for summer workshops.

5. Workshops and seminars which would benefit cooperating personnel on an intra-school, school district, or regional basis.

6. Improved communication among the components of teacher education in Wisconsin through ideas such as administration-teacher-professor exchange, and other creative requests throughout the consortium.

* * *

Chapter Five: Special Considerations

The intern program requires a professional commitment of three parties. First, the university or college faculty member in charge of the intern program and the professor commit themselves to securing the best professional field experience that can be offered in leading school systems. Simultaneously, the college or university promises to recruit and to appoint to the cooperating schools teacher interns who will accept and fulfill the positions which have been especially created for them.

Second, the cooperating school systems make a commitment to the college or university and the teacher intern for the use of their facilities and staff so that the student can experience a realistic professional semester.

Third, the teacher intern makes a dual commitment to the college or university and the cooperating school system. Initially, he or she is committed to the actual fulfillment of his or her intern semester as an obligation both to the college or university which has placed the intern in a school system and to the school system which anticipates the intern's professional services. Further, the teacher intern is committed to using the resources of the cooperating school with good judgment and a sense of responsibility.

Thus, the whole is completely dependent on its parts. A firm, professional commitment is required of all if the program is to continue as successfully as it has in the past. If the teacher intern experiences personal or professional differences or concerns with the established professional partnership, then all partners in the intern program must contact one another at the earliest possible time to resolve these differences or concerns.

Professional Commitment and Review Procedure

The procedures can be described as levels of partnership interaction and outlined as follows:

Level 1 -- Intern and Cooperating Teacher

Level 2 -- Intern, Cooperating Teacher, and Principal

Level 3 -- Intern, Cooperating Teacher, Principal, and University or College Supervisor

Level 4 -- Intern, Cooperating Teacher, Principal, University or College Supervisor, and Campus Coordinator

Level 5 -- Intern, Cooperating Teacher, Principal, University or College Supervisor, Campus Coordinator, Superintendent of Schools, and Wisconsin Improvement Program Office Representatives.

It is implied that the intern assignment is a bona fide agreement between the college or university, school system, and the teacher intern. Termination of assignments can be made through assessment of unique factors related to each situation. It should be recognized that the final decision must be made in the best interests of the total partnership.

It is expected that before any action is taken by any one of the partners to terminate an internship, all levels of interaction will be observed and anecdotal records be kept to insure the verification of perceptions and to insure that the rights of no one within the partnership have been violated.

Orientation Conferences for Teacher Internships

The introduction of the intern to the internship assignment in a local school system is facilitated through various conference assignments. The initial information regarding the intern's assignment is given in conference with the university or college supervisor either individually or in groups on campus. The general practice of principals and cooperating teachers meeting the assigned intern before the fall semester either in the local community or on campus is growing and is recommended whenever feasible. The policy of providing formal orientation sessions at the local school prior to the opening of the fall semester for both first and second semester interns is necessary and considered a requirement for all interns. Additional conferences throughout the sequence of the partnership are deemed valuable and necessary. Both semester interns assume a responsibility to attend these conferences.

The Wisconsin Improvement Program office strongly supports the conference concept and provides suggestions and personnel to assist in the orientation of teacher interns to the school systems. The basic nature of these conferences should provide opportunities for all participants to become familiar with instructional procedures, policies, and programs; to be adequately informed about the local school system and the community; to be informed and active in the planning of duties and responsibilities of the internship; and to be insured of strong professional support in becoming a participant in the teaching process.

Beginning and Terminating the Internship Semester

It is an existing policy that, whenever possible, the intern will follow the local school system's calendar. The first-semester intern should begin and end work according to the local school system's calendar. The second-semester intern, however, with rare exceptions, will be available to immediately succeed the first-semester intern. It is necessary that the unit principal and the first-semester intern reach an agreement whereby the first-semester intern would remain in the school until the second-semester intern can assume his or her duties. The second-semester intern will be expected to complete the second semester according to the local school system's calendar. Every effort should

be made for the second-semester intern to succeed the first-semester intern at the earliest practical time after the close of the first semester of the college or university. There should be no financial hardship to either intern for the period of transition between semesters.

Contract

It should be noted that Section 118.21 of Chapter 92, Public Laws of Wisconsin of 1967, on teacher contracts has been construed to apply to holders of all types of teaching licenses. School administrators have required intern contracts or formal letters of appointment on the grounds that provisions of insurance policies relating to school employees would presumably be more binding if the intern has a formal appointment to the system. The intern should comply with such requests.

Income Tax Deductions and Social Security Deductions

Interns may be exempt from the federal income tax withholding under certain circumstances. Any person who incurred no tax liability for the previous year and who expects to incur no tax liability for the current year may claim exemption from wage-withholding. Interns who wish to determine whether or not they may be exempt from paying federal income tax may do so by calling the toll-free number 1-800-452-9100.

Retirement Deductions

State Teachers Retirement contributions in Wisconsin are not withheld. This has been established by a statement from the Wisconsin State Teachers' Retirement System Office. Teacher retirement deductions may be withheld in Minnesota. However, the intern may apply for a refund at the end of the intern experience, unless he or she continues to teach in Minnesota.

Unemployment Compensation

Under current interpretation of the unemployment compensation laws, interns may be eligible for benefits if they are otherwise qualified. This interpretation is being challenged, and any school district found liable for unemployment compensation benefits should contact the Wisconsin Improvement Program office as soon as they learn of a benefit claim.

Health Services and Insurance

Neither the University of Wisconsin system nor the Wisconsin Association of Independent Colleges and Universities carries health insurance for interns. Interns and administrators should consider arrangements for health services and insurance. The intern may wish to use student health insurance offered by his or her college or university, or if local school system policy offers membership in their group plan, he or she may consider this coverage. If a teacher

intern becomes seriously ill for a substantially extended period of time or needs hospitalization, the intern's family should be notified. The Wisconsin Improvement Program and the intern's college or university intern coordinator should also be notified.

Physical Examinations

Interns must meet the physical examination requirement established for all licensed school system personnel. It would be helpful to review Public Law Section 118.25 of Chapter 92, Public Laws of Wisconsin of 1967, from the "Laws of Wisconsin Relating to Public Schools." It would be appropriate to inform the intern at an early time after appointment of the procedure required in his or her assigned school system. The cost of such examination, including x-ray and tuberculin tests, could be paid out of school district funds following local school system policy.

Job Actions and the Teacher Intern

When a job action or work stoppage occurs in a cooperating school system where interns are assigned, it is the policy of the Wisconsin Improvement Program that interns be declared non-participants to either party involved. Interns will remain on a stand-by basis during the period of time when schools are closed or during the period of time when schools are declared open without resolution of conflicting issues between the board of education and the local teacher association. Interns are not to be considered employees or members of the local bargaining unit.

This policy is declared, not to favor one side or the other, but to realistically recognize the intern's status as a non-participant in the negotiation process, as a temporary assignee to the school system, and to protect all parties in the intern program from conflict and concern. If this policy is not a recognized condition to either party in a local school system, interns are not to be assigned to said system for their internship.

Liability

To this date, there have been no incidents where students have been injured while under the supervision of the teacher intern. There are, however, several legal assumptions that can be stated:

1. Liability may be the responsibility of the teacher intern if he or she is not within the scope of his or her duties.

2. Liability may be the responsibility of the regular members of the cooperating school system's professional staff who have agreed to supervise teacher interns with or without increased compensation or who, at the time of the injury, are supervising a teacher intern.

3. Liability may be institutional in character in that the responsibility might rest with the local school board which authorized the teacher intern for its system.

All University of Wisconsin System interns may be provided professional liability coverage by the State of Wisconsin by the provisions of SS 165.25 (6) and 895.46 (1) of Chapter 81, Laws of 1975. This coverage protects the intern against claims from third parties for personal injury or property damage caused by negligent acts.

Interns from private colleges are not covered under this UW-System group malpractice coverage. The Wisconsin Association of Independent Colleges and Universities does not have group malpractice coverage for member institutions.

If the school district has secured liability insurance provided for by Wisconsin Statutes of 1967, Section 66.18, it is probable that the activities of teacher interns are covered. Wisconsin Education Association student membership provides $250,000 or more protection should the intern become involved in a suit resulting from bodily injury or property damage. Attorney fees and bail bonds are provided in that coverage. If interns are permitted to join the American Federation of Teachers Local, they are insured to the extent of $50,000. It is assumed that coverage extends in all states.

Intern Absences

Those teacher interns who are to receive a degree at commencement exercises from their college or university are instructed to request permission in advance to be absent from their duties for that day. Some interns may be seeking teaching positions for the next semester and/or school year, and these arrangements are to be made with the principal and cooperating teachers when they need to be absent for interviews. Interns should be informed of local policies on these and other types of absences before they begin their internships. The usual procedure for intern sick leave or absence is to grant each intern one-half the number of days that are given to each full-time teacher.

Interns as Substitute Teachers

The official position of the Wisconsin Improvement Program is that an intern may serve as a substitute teacher for a cooperating teacher for a limited period of time if the superintendent and the principal of the school specifically authorize this and the intern agrees to do so. Under no circumstances will an intern serve as a substitute for other teachers in the school system.

Teacher Intern License

Teacher interns in Wisconsin and Minnesota are licensed by the State Department of Public Instruction in Wisconsin or by the State of Minnesota, Department of Education. The licensing is done through the Wisconsin Improvement Program after appointment to an internship and prior to the commencement of the intern assignment. The license procedure for interns in Illinois has been established as teacher aide certification through local school systems.

The following is an excerpt from Chapter PI 3 of the Wisconsin Administrative Code:

PI 3.03 (4) - Intern License - "An intern license may be issued to a person working in an internship program which is approved by the state superintendent. An intern who is paid by a board of education must hold an intern license. The license may be issued only to a student recommended by the proper preparation institution authorities and must hold senior or graduate ranking. A request signed by the administrator of the participating school system must be filed as a condition for the issuance of such license."

The following procedure for procurement of intern licenses in Wisconsin and Minnesota has been established (licenses in Iowa are not processed through the Wisconsin Improvement Program at this time. Interns placed in Iowa will be informed by the particular school system as to the license/permit procurement.)

1. The Wisconsin Improvement Program provides cooperating colleges and universities with the State of Wisconsin Department of Public Instruction Credential Application forms and the State of Minnesota Department of Education Limited Permit Application forms.

2. These forms are filled out by students who have been appointed to the Teacher Internship Program. The forms, together with the license processing fee in the form of a money order or certified check made payable to the State Superintendent of Public Instruction, are returned to the appropriate cooperating college or university intern coordinator. (Note: for Minnesota permits, the money order or certified check is made payable to the Commissioner of Education.)

3. Cooperating colleges or universities forward the completed credential applications with the institutional endorsement/signature and money orders to the Wisconsin Improvement Program by July 15.

4. Meanwhile, the Wisconsin Improvement Program sends the Wisconsin school superintendents two copies of the intern assignments, one of which bears an authorization form to be signed and returned to the Wisconsin Improvement Program office. Through an agreement with the State Department of Public Instruction, this procedure was developed to fulfill the state requirement that a superintendent of schools have a written request on file at the Department of Public Instruction for each intern on his staff. To date, the Wisconsin Improvement Program forwards the permit applications for Minnesota interns to the appropriate school superintendent for his signature. After signing, superintendents return the completed applications to the Wisconsin Improvement Program.

5. The Wisconsin Improvement Program forwards the applications, intern authorization sheets (for Wisconsin), and the license application goes to the Wisconsin State Department of Public Instruction and the limited permit application fees to the Minnesota Department of Education.

6. The Wisconsin State Department of Public Instruction and the Minnesota Department of Education send the intern licenses/permits to the

superintendent of the school system to which the intern has been assigned.

7. In accordance with local regulations, the licenses/permits are either distributed to the interns or maintained in the personnel files of the local school system.

Professional Organizations for the Intern

As regularly enrolled students in a school or department of education, teacher interns are eligible for membership as student members in the National Education Association (NEA) and the Wisconsin Education Association Council (WEAC). If enrolled as such, they are members of the Student National Education Association (SNEA) and Student Wisconsin Education Association. Membership privileges include receipt of NEA and WEAC publications, eligibility to attend WEAC conventions, and liability insurance. Membership information can be secured by writing to the Wisconsin Education Association, Box 8003, Madison, Wisconsin 53708, or by contacting your local SNEA campus representative.

In conformance with Section 86.9 of Title 45, Code of Federal Regulations, which effectuates Title I of the Educational Amendments of 1972, and Title VI of the Civil Rights Act of 1964, you are hereby notified that the Wisconsin Improvement Program does not discriminate on the basis of sex or race with regard to either admissions or employment in the education programs or activities which it operates. Inquiries concerning this policy may be directed to the appropriate campus admitting or employment unit or to the campus Affirmative Action Office.

August, 1979

2000-3J0A004-79